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ABSTRACT

Data concerning race, income level, age, employment status, and education were identified for each census tract in the Pensacola Junior College area. On the basis of this data, census tracts were combined into compatible neighborhoods and an organizational approach was designed to bring education and community services into 22 educationally disadvantaged urban neighborhoods. The proposed program includes: (1) small group clusters in basic skills for beginning adult students, (2) preparation for a high school diploma or for placement in vocational programs, (3) enrollment at the junior college campus in vocational or degree programs, and (4) eventual graduation to higher education or to employment. The first two phases are to be conducted in private homes or other suitable neighborhood buildings. Teachers should be neighborhood residents and must be completely acceptable to potential students. The functions and roles of the various program directors, neighborhood coordinators, and other program personnel are described. A method of evaluating program success is also proposed. Tables presenting the data are appended, as well as recommended staffing for each Neighborhood Center, the curriculum content in each phase of the program, and a flowchart of student progress through the proposed program. (DC)

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A PLAN TO IMPROVE THE ORGANIZATION STRUCTURE OF PENSACOLA JUNIOR COLLEGE TO MEET THE EDUCATIONAL NEEDS OF UNDER-EDUCATED ADULTS IN THE REGIONAL COMMUNITY

by

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and

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CHAPTER I

INTRODUCTION

In a previous study (Einbecker and Worley, 1974) the researchers conducted an extensive survey of the regional community served by Pensacola Junior College to determine the number and location of adults considered to be under-educated. Under-educated adults were defined as those adults over twenty-five years old with less than eight years of formal education. This study, prompted by the understanding that many adults are not able to earn an adequate income or make an effective contribution to the community because of the lack of an adequate education, found support from many sources.

The President's Commission on National Educational Goals (1961) emphasized that "Adult education should play a vital role, stressing new emphasis on education throughout life." Edmund Gleazer (1969) expands this goal in his definition of a community college. "A good community college will be honestly, gladly, and clearly a community institution. The community is used as an extension of classroom and laboratory. . . Among the community junior college offerings are short courses, conferences, clinics, forums, basic college work, vocational-technical courses, and continuing education, all related to community needs. . . The community junior college can stimulate the slumbering interests of adults. It can serve as a focal point for community identification. Oriented to the community, controlled by the community, it can be a catalyst for the processes by which the values of a free world's culture can be refined and advanced."

Recognizing that Pensacola Junior College is not actively involved in attempting to reach the under-educated adult, Einbecker and Worley (1974) conducted the study of the educational level in the college district to demonstrate that there is a significant need for the college to go into the community with appropriate educational programs. Survey of the two counties in the college district revealed that there were 57,955 adults over age twenty-five with less than an eighth grade education. Of this number only 1,323 or 2.2 percent were enrolled in current off-campus programs and courses offered primarily by the Adult Basic Education Department of Pensacola Junior College.

These under-educated adults will not likely attend classes on the Pensacola Junior College campus, no matter how diligently the college pursues this group, because of the fear that most adults in this group have of education, especially at the college campus. Many under-educated adults also have a certain amount of mistrust of the faculty and administration which probably comes from socio-economic or ethnic issues. Unless the Junior College goes where these people are, adults who need education the most are less likely to receive it as they withdraw into the relative security of their familiar neighborhoods. The previous study strongly recommended a more intensive commitment by Pensacola Junior College in reaching these adults. This commitment will require both organizational and policy changes.

With the realization that the traditional approaches to education and organizational structure have not reached a significant number of under-educated adults in the community, this project was undertaken to develop a new approach which could effectively involve more of these adults and their families in education and needed community services.

This project was specifically undertaken to:

1) Design an effective organizational structure to facilitate education for this under-educated adult target group.

2) Outline staffing requirements for this new structure.

3) Outline curriculum considerations to meet specific neighborhood needs.

CHAPTER II

BACKGROUND AND SIGNIFICANCE

Dr. Clyde M. Campbell (1971, p. 32) has stated that 50 percent of the people are not able to earn an adequate income because they are not able to read the material that their job requires. He further stated that the vast majority of colleges and universities are only involved in offering courses on campus and are not involved in the community. They do not help citizens to function in the community, and thereby, make the community a better place to live; and they do not help the community contribute to the education of its citizens. The members of the community who need education most are least likely to go to a college campus, at least until they achieve a minimum of education and their fears are reduced.

In the Einbecker and Worley study (1974) the researchers were able to identify the neighborhoods in the Pensacola Junior College district in which the residents had the lowest educational level and the highest unemployment level. In addition, personal interviews with residents in the areas with lower education levels and higher unemployment and with service agencies who are working with these adults show that there are many community service needs which are not being met. These under-educated adults are part of the community which the college should serve and their needs can logically be considered as areas of legitimate concern for Pensacola Junior College.

Ervin L. Harlacher (1969, pp. 3-4) stated that the community college campus encompasses the length and the breadth of the college district and that the total population of the district is its student body. John E. Roueche (1972, p. 3) has stated that the strength of the community college is in its ability to provide education that is responsive to local needs. In order to exercise this ability, the college must know and understand those needs and develop organizational structure, policies, and programs which will meet these needs. This effort will require a significant departure from the traditional academic philosophy and approach to post-secondary education.

Pensacola Junior College was founded in 1947 for the purpose of providing two years of college education for local high school graduates. Since that beginning, the educational philosophy of the school has been evolving toward a more extensive community service involvement. In 1964, Pensacola Junior College added the Center for Adult Studies and has continued to become more involved in community affairs and education in a number of non-traditional areas. However, much of the emphasis at Pensacola Junior College, especially in the area of resource allocation and organizational structure, is still on the main campus and is far too academic for many people in the community.

In a speech to the Florida Association of Community Colleges in 1973, Dr. Edmund Gleazer, President of the American Association of Community and Junior Colleges, predicted that the enrollment of young people in post-secondary education is going to decline within the next decade. He emphasized the necessity for the community colleges to become much more actively involved in responding to community needs and to develop non-traditional approaches for meeting the community's educational and services needs. Many of the community colleges in

Florida are already experiencing a decline in academic enrollment and are attempting to shift to a greater emphasis on vocational programs for adults. The anticipation of an eventual decline in academic enrollment at Pensacola Junior College facilitates the acceptance of a more active role in taking education into the community. The administrative climate is now favorable for the acceptance of a new non-traditional organizational approach which will reach more students in the community who would not normally attend college and who have not historically been considered as potential students or clients.

CHAPTER III

PROCEDURES

The information sources researched to survey the community were the Regional Economic Analysis of the Pensacola Standard Metropolitan Statistical Area (1973), the Pensacola SMSA Neighborhood Analysis (1973), and the Bureau of Census information from the 1970 census. Information concerning race, income level, age, employment status, and education was identified for each census tract.

Information concerning Pensacola Junior College's involvement in each of these census areas was secured by interviewing college administrators and faculty members responsible for conducting education in the community. The majority of the programs offered by Pensacola Junior College in this community are offered by the Adult Basic Education Department. Information for Santa Rosa County's effort in this area were obtained from Mr. John Temple, Director of Adult and Vocational Education for Santa Rosa County.

After data secured from the census and from other information sources were analyzed, census tracts were combined into compatible neighborhoods. The bases for these combinations were economic status, educational level, and geographic proximity.

For purposes in this study, only urban neighborhoods were selected because the lack of population concentration in the rural areas presents a different set of problems which should be handled separately.

When these neighborhood divisions were established, the proposed organizational structure was developed, staffing requirements decided, and curriculum proposals outlined which would allow this project to be implemented.

A draft of the recommended project was then reviewed with Pensacola Junior College Administrators; including, the Vice President for Academic Affairs, the Department Head of Adult Basic Education, and the Coordinator of Outreach. In addition, six local community leaders who were recommended by the Coordinator of Outreach reviewed the project proposed. The revised and completed proposal was then submitted to the Executive Vice President for consideration.[1]

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[1]The further refinement and implementation of this plan is the Major Research Proposal of one of the participants, Mr. A. Douglas Worley.

CHAPTER IV

RESULTS AND RECOMMENDATIONS

Explanation of Supporting Appendices

1. Appendix A explains the terminology used to define the census data.

2. Appendices B and C outline the census tracts on the maps of the two counties which comprise the Pensacola Junior College district and indicate existing Adult Basic Education Centers.

3. Appendix D identifies the Adult Basic Education Centers which are indicated on the census maps shown in Appendices B and C.

4. Appendix E shows a comparison of census data for each census tract according to race, economic level, and education.

5. Appendix F identifies each neighborhood by number and indicates the individual census tracts included in each neighborhood. (There are significant differences in the total population contained in the various neighborhood divisions because the census tracts were combined to achieve the greatest compatibility of the population to be served. This grouping produced a population that is of essentially the same socio-economic and educational level within each neighborhood. For example, neighborhood 2 has only 2,203 population but this particular group has significantly higher educational level and economic level than the adjacent neighborhoods. Neighborhood 1, which combines 5 census tracts, has significantly lower educational level and higher poverty level than the adjacent neighborhoods. To accommodate this grouping procedure, assistant coordinators were assigned to each census tract within the neighborhood.)

6. Appendix G shows a further comparison of the census tracts according to education level attained.

7. Appendix H shows the recommended staffing for the Neighborhood Centers.

8. Appendix I outlines the curriculum content in each phase of the program.

9. Appendix J shows the flowchart of student progress through the Neighborhood Education Program.

Organization of the Program

The director of the neighborhood-based program will report to the Dean of the School of Career Development of Pensacola Junior College. This director will employ neighborhood program coordinators to operate each of the twenty-two selected neighborhood programs. The more heavily populated neighborhoods will require assistant coordinators as shown in Appendix H. Twenty-two neighborhood coordinators and nineteen assistant coordinators will be needed to staff the program.

The Director of the Neighborhood Program of Education has the following responsibilities.

-The director is responsible for the overall program of education for adults in the community.

-The director conducts a public relations campaign in the community to gain community support for the program.

-The director actively seeks information concerning possible local, state, and federal assistance for the program.

-The director employs and supervises the necessary personnel for the program.

-The director is responsible for ensuring that students who need certain community services receive them.

-The director attends planning and coordination meetings with the heads of the various local community service agencies in order to report services needed in the community as well as to receive current information relating to community services.

-The director provides information to the college concerning the conduct of the program.

It is important to the success of this program that a director is selected who is acceptable to the students being served.

Neighborhood Education Coordinator

A neighborhood coordinator will be assigned to each of the defined neighborhoods listed in Appendix F. The coordinators will be selected so that they will be acceptable to the students and potential students in the neighborhoods being served.

Several of the more populous neighborhoods will have assistant coordinators assigned as well. When assistant coordinators are employed, the neighborhood will be decided so that each assistant coordinator is responsible for a distinct geographic section.

The coordinators of the Neighborhood Program for Education have the following responsibilities.

-The coordinator meets with neighborhood leaders to discuss educational needs of the neighborhood and to elicit the assistance and support of these leaders.

-The coordinator acquires permission to utilize appropriate homes, churches, or other suitable locations for classes.

-The coordinator employs appropriate teaching personnel and other necessary personnel to conduct the educational program.

-The coordinator arranges classes to be held in the neighborhood and schedules appropriate personnel to conduct them. This function also includes employing adults to provide child care services as needed.

-The coordinator works closely with public service agencies to obtain needs and services for students and others in the neighborhood.

It is important that the coordinator be selected either from the neighborhood served or a similar neighborhood. In some cases, the coordinator and certain of the teachers will work part-time while being employed full-time in another occupation. Much of the success of the program hinges on the ability of the coordinator to win and hold the trust of the people in the neighborhood.

Counselors

The program will employ academic counselors who will work directly under the program director. These counselors will work with the neighborhood coordinators to test and advise students and teachers as needed. This counseling service will provide many of the under-educated adults in the Pensacola Junior College district with their first opportunity for academic and career education counseling directed especially to them. Initially only one counselor will be employed for the first phase of implementation, but others will be added later as need dictates.

One placement counselor will be employed to work with the junior college and State Employment offices in assisting students to secure suitable full-time or part-time employment as they become prepared.

Teachers

Teachers will be selected by the neighborhood coordinators and approved by the program director. Many of these teachers will be part-time and as many as possible should be residents of the neighborhood served. As students progress, they may be employed as part-time teachers to assist students at a lower educational level.

These teachers must be completely acceptable to the potential students in the neighborhood. Local clergymen and other professional

people should be good choices for coordinators' or teachers' positions. Teachers will be employed to teach subjects outlined in Appendix I.

Other Program Personnel

Child care attendants will be selected and employed by the neighborhood coordinators as needed.

Secretaries and other clerical staff personnel will be employed by the director or coordinators as needed.

Drivers may be employed to take students to classes or to community agencies when necessary.

Maintenance and custodial personnel will be employed as needed.

Insofar as possible all program personnel who work in the Neighborhood Centers should be selected from the area served. If this is not possible, personnel should be selected who will likely be accepted by the potential students.

Program Curriculum

The adult population to be served will be initially placed in Cluster Programs where they will be screened by diagnostic testing and passed on to the Neighborhood Education Center Program or retained in the Cluster Programs until they attain basic communication and computational skills. The Cluster Programs will offer basic mathematics, reading, spelling, grammar, and writing. In addition to academic offerings, the Cluster Programs will also provide consumer workshops in personal finance and in shopping and buying; home care workshops in home upkeep and cleanliness; food preparation and nutrition workshops in purchasing and preparing food, balanced diets, and sanitary practices.

As students achieve basic communication and computational skills, they will progress on an individual basis to the Neighborhood Education Center Program. On this level the students will be academically

prepared for high school equivalency in the following areas: English, mathematics, social studies, science, literature, American Government, and American history. In addition to academic offerings, the Neighborhood Education Center Program will also provide instruction in the consumer workshops, home care workshops, and food preparation and nutrition workshops for those students who did not receive the Cluster Program content.

Cluster Program

At the lowest curriculum level, the neighborhood is divided into city blocks or similar appropriate division. The neighborhood coordinator will assign an instructor to teach basic communication and computational skills to small groups in private homes. Adults who are functioning below the eighth grade level will receive instruction in the Cluster Program.

In addition to teaching, cluster teachers will inform the neighborhood coordinator of other service needs, and the coordinator will contact the appropriate agency to meet these needs.

The neighborhood coordinator will frequently meet with cluster teachers to assess progress and plan other types of classes which these students may need. Classes will be offered during both day and evening hours so that working adults may participate.

Neighborhood Education Center Programs

Adults who can function at the eighth grade level or higher will attend Neighborhood Education Centers which will be centrally located in each neighborhood. Larger neighborhoods will have several centers strategically located. The neighborhood coordinators directly supervise these centers, which will be located primarily in churches and public buildings.

The primary curricular objectives of the Neighborhood Education Center is to provide an education which adequately prepares the student to pass the state high school equivalency examination and to further develop communication and computational skills requisite to higher level or vocational education.

As in the Cluster Programs, students who require community services will be referred to the neighborhood coordinator, who will make necessary arrangements. The neighborhood coordinator will involve local service agencies and other special teachers to teach some of the various personal development courses, but the majority of teaching will be done by residents in the immediate community.

The academic counselor and the placement counselor will work closely with students at this level to help them make vocational decisions.

Further Education or Employment

Students who complete the high school equivalency preparation, successfully pass the state examination, and receive the high school diploma will then advance to vocational or degree education at the junior college campus. The high school equivalency examination will be administered by the academic counselor.

Some students may be referred to vocational programs without completing the high school preparation when this is advisable. After students transfer to the junior college, the academic and the placement counselors will periodically evaluate their progress and assist in providing motivation and assisting in the solution to problems which affect their education. The placement counselor will assist students in selecting a vocation and assist them in securing employment when the student completes a program or needs employment. This counselor

will work closely with the placement and follow-up office of Pensacola Junior College.

Implementation of the Program

In order to test the program before extensive implementation, one neighborhood will be fully operated for six months. During this period the program will be evaluated and modified as needed. At the end of six months the second and third neighborhoods will be added. After one year of operation the program will be evaluated and, if successful, more neighborhoods will be added as are economically possible until all neighborhoods are included.

As stated earlier in this paper, under-educated adults are difficult to reach with educational programs. This approach involves going into the community with education and services and utilizing citizens who are already respected and accepted. Pensacola Junior College will implement the pilot phase of this program in the fall of 1975.

SUMMARY STATEMENT

by

A. Douglas Worley

With many other educators, I am concerned that many adults in our communities have been neglected by our educational institutions. The traditional approaches to educational organization and curriculum require that most students attend classes on a campus and thereby overlook the fact that adults in the community who need education most are not likely to attend classes on any campus. Those adults who are functionally illiterate, those who do not have an education which is adequate for good employment, and those who feel that they cannot learn, desperately need education but are unwilling to actively pursue additional education. These adults are usually afraid of the remote academic environment or are suspicious of those educators who try to help.

The educational program outlined in this paper is an attempt to reach adults and help them to achieve a higher standard of living. A primary aspect of this project which may make it successful is the fact that the personnel who have direct contact with the adults are individuals already known by the student/client and hopefully have the respect of the community. Also, the important basic phase of the program is conducted in private homes and other familiar structures in the adults' own neighborhoods. The fact that this program not only provides education and community services but also assists the student/client in securing employment should help develop a sense of trust and confidence in the program personnel and a favorable attitude toward education.

Hopefully, every adult who participates in this program will benefit to some degree and out of it will come a number of better educated community leaders who will return to assist in the further development of the community.

by

Polly Godwin Einbecker

Although Pensacola Junior College and Santa Rosa County currently sponsor 33 Adult Basic Education Centers, the success in terms of numbers of adults enrolled in these centers, as indicated in Appendix D, is questionable. As determined in a previous Worley and Einbecker study (1974), in the two counties served by Pensacola Junior College only 1,323 or 2.2 percent of the 57,955 adults who need basic education are receiving or are accepting such help.

Interviews with residents in the census tracts outlined in this current study consistently reveal that the under-educated adults, even those who know that such adult centers exist, are fearful of committing themselves to any institutional setting or to strangers termed educators. The focal point of this study is to develop organization structure which would help to overcome this inherent distrust and fear that has caused the under-educated adults to reject well-intended educational offerings. Based upon this premise, this out-reach program has been developed to take education to the people in their own familiar domicile and to enlist the help of familiar neighborhood residents.

This plan of educational out-reach is perhaps an over-simplification of Frank Charles Laubach's "each one teach one" principle that won world acclaim for teaching illiterate peoples to read. However, with this plan we hope to reach, even initially, more people than are now being served; and this will be a measure of progress. Eventually, however, after the pilot program is launched in one census tract, we hope that this method will become a trusted and respected "way of education" to meet educational needs that have not yet been met by any previous plan in the Pensacola Junior College regional community.

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APPENDIX A

EXPLANATION OF TERMINOLOGY

USED IN CENSUS TRACT INFORMATION

APPENDIX A

CENSUS TRACT INFORMATION TERMINOLOGY

The following pages contain census tract maps and pertinent information used in this study. The following definitions explain the terms found on these pages.

DEFINITIONS OF CENSUS TRACT INFORMATION

TOTAL POPULATION	All persons reported in Census Tracts.
WHITE	Includes persons who indicated their race as white, as well as persons who did not classify themselves in one of the specific race categories on the questionnaire but entered Mexican, Puerto Rican, or a response suggesting Indo-European stock.
BLACK	Includes persons who indicated their race as Negro or Black, as well as persons who did not classify themselves in one of the specific race categories on the questionnaire but entered Jamaican, Trinidadian, West Indian, Haitian, and Ethiopian.
OTHER	Includes persons unidentified or not reported.
TOTAL FAMILIES	According to the 1970 census definitions, a family consists of a household head and one or more persons living in the same household who are related to the head by blood, marriage, or adoption.
BELOW POVERTY LEVEL	The poverty index, adopted by a Federal Interagency Committee in 1969, stated that the poverty threshold for a nonfarm family of four was $3,743 in 1969.
AGE	INCLUDES ALL persons in each age group.
CIVILIAN LABOR FORCE	Excludes members of the Armed Forces (persons on active duty with the United States Army, Air Force, Navy, Marine Corps, or Coast Guard).

EMPLOYED	Includes all employed civilian persons 16 years old or over who were either (a) "at work" - any work at all as paid employees or in their own business or profession, or on their own farm, or who worked 15 or more hours as unpaid workers on a family farm or in a family business; or (b) were "with a job - but not at work."
UNEMPLOYED	Includes all civilian persons 16 years old or over who (a) were neither "at work" nor "with a job - but not at work" during the reference week, (b) were looking for a job during the past four weeks, and (c) were available to accept a job.
EDUCATION	
OVER AGE 25 - MALE AND FEMALE	Includes <u>ALL</u> persons (all races)
COMPLETED NO SCHOOL YEARS	Never Attended
COMPLETED GRADE EIGHT	Includes only those persons who went from grade one through grade eight; this does not include those who finished grades one, two, three, four, five, six, or seven.
COMPLETED HIGH SCHOOL	Includes only those persons who went from grade one through high school.
COMPLETED COLLEGE	Includes only those persons who went through four or more years of college.

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Appendices B and C (Neighborhood Maps) have been removed due to marginal reproducibility.

APPENDIX D

IDENTIFICATION, LOCATION, AND ENROLLMENT OF OFF-CAMPUS ADULT EDUCATION CENTERS

APPENDIX D

PENSACOLA JUNIOR COLLEGE

OFF-CAMPUS ADULT EDUCATION CENTERS

Center Number	Center Name	Location	Program Type*	Feb. 1974 Enrollment
1	Beggs Educational Center	600 W. Strong St.	CEEL ABE	18 22
2	Bellview Middle School	Mobile Highway	ABE GED	15 37
3	Brentwood Elem. School	4829 N. Palafox	ABE	21
4	Brown-Barge Elem. School	254 Goulding	ABE	16
5	Brownsville Middle School	1800 N. Kirk		0
6	Carver Middle School	Century, FL	ABE	34
7	Dixon School	1201 N. H Street	ABE	22
8	Dorrie Miller Center	150 Crescent	CEEL	25
9	Escambia Road Camp	297-A St.	ABE	32
10	Headstart Center	1801 N. 6th Ave.	ABE	18
11	First Presbyterian Church	33 E. Gregory	CEEL VR	24 129
12	George Stone Voc-Tec Ctr.	Longleaf Drive	ABE	142
13	Goulding Elem. School	14 W. Cross	ABE	14
14	Olive Elem. School	Olive Manor	ABE	14
15	Pensacola Junior College	College Blvd.	GED NYC VR ABE EBH ESC	66 4 64 82 12 37

APPENDIX D (Cont.)

16	Pensacola Naval Air Station	Navy Point	ABE PREP	25 35
17	Pollak Activity Center	1000 Fairfield Dr.	EMH	34
18	Ransom Middle School	Muscogee Rd. Cantonment, FL	GED	21
19	Saufley Field	Saufley Field Rd.	PREP	23
20	Spencer Bibbs School	1900 N. Davis	ABE	20
21	St. Joseph School	209 S. Barcelona	ABE	17
22	U.S.O. Building	23 S. Spring	ABE	28
23	U.S.S. Lexington	Pensacola NAS	PREP	47
24	Univ. of West Florida	Alt. Hwy 90	ABE	15
25	Warrington Middle School	Old Corry Road	ABE	15
26	Wedgewood Middle School	3420 Pinestread	CEEL	28
27	Whiting Field	Milton, Florida	PREP	24
28	Escambia High School	1310 N. 65th St.	ABE	29
29	St. Anthony Church	1804 N. Davis	ABE	18
	TOTAL FEBRUARY 1974 ENROLLMENT			1,283

APPENDIX D (Cont.)

SANTA ROSA COUNTY

ADULT BASIC EDUCATION

Center	Center Name	Location	Program Type*	Feb. 1974 Enrollment
A	Hobbs School	Berryhill Rd.	ABE	8
B	East Milton School	Ward Basin Rd.	ABE	7
C	Milton High School	Stewart Street	ABE-ESC	10
D	T. R. Jackson School	623 Susan Street	ABE	15
Santa Rosa County TOTAL ENROLLMENT				40

PROGRAM DEFINITIONS

ABE	Adult Basic Education K-8
CEEL	Consumer Education and Environmental Logic
GED	General Educational Development
VR	Vocational Rehabilitation (Pre-Vocational)
NYC	Neighborhood Youth Corps
EVH	Education for the Visually Handicapped
ESC	English as a Second Language
EMH	Education for the Mentally Handicapped
PREP	Pre-discharge Education Program (Project PREP)
EHI	Education for the Hearing Impaired

APPENDIX E

DISTRIBUTION OF POPULATION BY CENSUS TRACT

IN THE PENSACOLA JUNIOR COLLEGE DISTRICT

APPENDIX E

UNEMPLOYMENT, RACE, POVERTY, AND EDUCATION
IN THE PENSACOLA JUNIOR COLLEGE DISTRICT

Census Tract	Population			Poverty			Employment			Education	
	Total	Non-White	%	Total Families	Below Poverty	%	Total Over 16	Unemployed Total	%	Below 8th Grade	%
1	260	108	42	41	9	22	92	11	12	76	29
2	3820	1979	52	911	300	33	1450	103	7	1283	34
3	4659	688	15	1250	204	16	1826	106	6	1343	29
4	5932	5510	93	1320	545	41	2054	211	10	1746	29
5	2203	782	35	584	50	9	831	29	3	559	25
6	5116	4899	96	1149	444	39	1800	120	7	1844	36
7	3232	1745	54	726	303	42	1132	111	10	1076	33
8	5601	1323	24	1555	238	15	2218	116	5	1632	29
9	3372	137	4	997	19	2	1505	65	4	780	23
10	7029	9	.1	1897	83	4	2463	38	2	1389	20
11	8302	19	.2	2188	66	3	2975	50	2	1473	18
12	6182	92	1	1669	112	7	2324	70	3	1287	21
13	5854	563	10	1568	100	6	2211	53	2	1230	21
14	6809	1523	22	1717	314	18	2205	199	9	1440	21

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Census Tract	Population Total	Non-White	%	Poverty Total Families	Below Poverty	%	Employment Total Over 16	Unemployed Total	%	Education Below 8th Grade	%
15	3441	3304	96	757	268	35	1200	146	12	1113	32
16	3540	2921	83	681	217	32	1132	73	6	1251	35
17	4738	1867	39	1160	386	33	1575	106	7	1323	28
18	4820	510	11	1317	284	22	1769	111	6	1673	35
19	3037	24	.8	881	107	12	1154	735	3	947	31
20	3471	1167	34	887	172	19	1210	98	8	1007	29
21	6720	100	1	1938	246	13	2351	164	7	1631	24
22	6684	813	12	1828	300	16	1917	84	4	1502	22
23	8431	535	6	2081	192	9	2414	101	4	1844	22
24	4816	427	9	439	66	15	83	6	7	372	8
25	1005	1	.1	235	28	12	471	20	4	175	17
26	2547	32	1	708	61	9	720	33	5	681	27
27	3968	935	24	1058	191	18	1116	86	8	1037	26
28	8413	117	1	1831	117	6	2166	82	4	1522	18
29	5575	52	.9	1469	111	8	1925	90	5	1230	22
30	6753	153	2	1766	160	9	2256	39	2	1343	20
31	4886	90	2	1257	66	5	1596	61	4	841	17

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APPENDIX E (Cont.)

Census Tract	Population Total	Population Non-White	%	Poverty Total Families	Poverty Below Poverty	%	Employment Total Over 16	Unemployed Total	%	Education Below 8th Grade	%
32	7340	3450	47	1706	283	17	2299	136	6	1734	24
33	7841	79	1	2055	213	10	2470	126	5	1707	22
34	4489	588	13	1189	136	11	1615	135	8	1036	23
35	10121	1507	15	2296	256	11	3014	104	3	2054	20
36	9466	447	5	2338	235	10	3121	121	4	2172	23
37	3967	1495	38	904	209	23	1360	95	7	929	23
38	2879	478	17	743	117	16	986	34	3	849	29
39	3814	570	15	967	171	18	1372	126	9	1036	27
40	4201	1489	35	1017	357	35	1183	36	3	1339	32
101	2194	9	.4	596	129	22	729	30	4	710	32
102	3399	36	1	921	194	21	1200	0	0	920	27
103	1105	22	2	273	42	15	326	6	2	294	27
104	4669	298	6	888	174	20	437	16	4	525	11
105	3268	205	6	837	113	14	1121	31	3	674	21
106	6588	929	14	1740	318	18	2116	64	3	1310	20
107	7071	373	5	1852	332	18	2429	171	7	1879	27
108	5257	367	7	1384	215	16	1797	95	5	1339	25
109	4190	10	.2	1107	61	6	1588	40	3	771	18

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APPENDIX F

COMBINATION OF CENSUS TRACTS THAT COMPRISE EACH NEIGHBORHOOD IN THE PENSACOLA JUNIOR COLLEGE DISTRICT

APPENDIX F

NEIGHBORHOOD IDENTIFICATION

Neighborhood Number	Contains Census Tracts	Neighborhood Population
1	1, 2, 4, 6, 7	18360
2	5	2203
3	8	5601
4	9	3372
5	10	7029
6	3	4659
7	21	6720
8	18, 19, 20	11328
9	15, 16, 17	11719
10	14	6809
11	12, 13	12036
12	11	8302
13	28, 29	13988
14	30, 31	11639
15	32	7340
16	23, 27	12399
17	33	7841
18	34	4489
19	35	10121
20	109	4190
21	106	6588
22	102	3399

APPENDIX G

EDUCATIONAL LEVEL ATTAINED BY ADULTS OVER TWENTY-FIVE YEARS OF AGE IN EACH CENSUS TRACT IN THE PENSACOLA JUNIOR COLLEGE DISTRICT

APPENDIX G

EDUCATIONAL LEVEL ATTAINED BY ADULTS
OVER TWENTY-FIVE YEARS OF AGE IN THE
PENSACOLA JUNIOR COLLEGE DISTRICT

(ESCAMBIA AND SANTA ROSA COUNTIES OF FLORIDA)

Census Tract	Below Eighth Grade	Completed Eighth Grade But Not High School	Completed High School But Not College
1	76	18	49
2	1283	308	541
3	1343	414	763
4	1746	293	610
5	559	96	413
6	1844	209	597
7	1076	235	255
8	1632	475	935
9	780	112	792
10	1389	154	1128
11	1473	137	1535
12	1287	333	1053
13	1230	202	1154
14	1440	293	961
15	1113	213	348
16	1251	134	287
17	1323	297	461
18	1673	386	471
19	947	313	431
20	1007	191	403
21	1631	360	1144
22	1502	254	1240
23	1844	253	1207
24	372	17	324

APPENDIX G (Cont.)

Census Tract	Below Eighth Grade	Completed Eighth Grade But Not High School	Completed High School But Not College
25	175	16	141
26	681	137	413
27	1037	234	567
28	1522	199	1370
29	1230	210	1144
30	1343	225	1367
31	841	110	1073
32	1734	207	1117
33	1707	469	1298
34	1036	216	766
35	2054	398	1533
36	2172	402	1444
37	929	186	591
38	849	220	345
39	1036	326	498
40	1339	241	458
101	710	174	330
102	920	245	632
103	294	52	226
104	525	130	387
105	674	115	649
106	1310	207	1169
107	1879	360	991
108	1339	231	893
109	771	70	756
TOTAL	57,955		

APPENDIX H

RECOMMENDED STAFFING FOR NEIGHBORHOOD EDUCATION CENTERS IN THE PENSACOLA JUNIOR COLLEGE DISTRICT

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APPENDIX H

RECOMMENDED STAFFING FOR

NEIGHBORHOOD EDUCATION CENTERS

NEIGHBORHOOD NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NUMBER OF COORDINATORS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
NUMBER OF ASSISTANT COORDINATORS	5	0	0	0	0	0	0	3	3	0	2	0	2	2	0	2	0	0	0	0	0	0
NUMBER OF ASSISTANT COORDINATORS IN EACH TRACT	1	0	0	0	0	0	0	1	1	0	1	0	1	1	0	1	0	0	0	0	0	0

NUMBER OF TEACHERS — Teachers will be added to each neighborhood and cluster program as enrollment dictates.

NUMBER OF OTHER WORKERS — Child care workers, drivers, maintenance and custodial personnel, and clerical staff will be employed as needed.

APPENDIX I

CURRICULUM CONTENT FOR THE

NEIGHBORHOOD BASED EDUCATION PROGRAM

APPENDIX I

CURRICULUM CONTENT

CLUSTER PROGRAM CURRICULUM

- Computational Skills
- Language Skills
  - Grammar
  - Reading
  - Spelling
- Consumer Workshops
  - Personal Finance
  - Shopping and Buying
- Home Care
- Food Preparation and Nutrition

NEIGHBORHOOD EDUCATION CENTER CURRICULUM

- Preparation for High School Equivalency
  - English
  - Mathematics
  - Social Studies
  - Science
  - Literature
  - American Government
  - American History

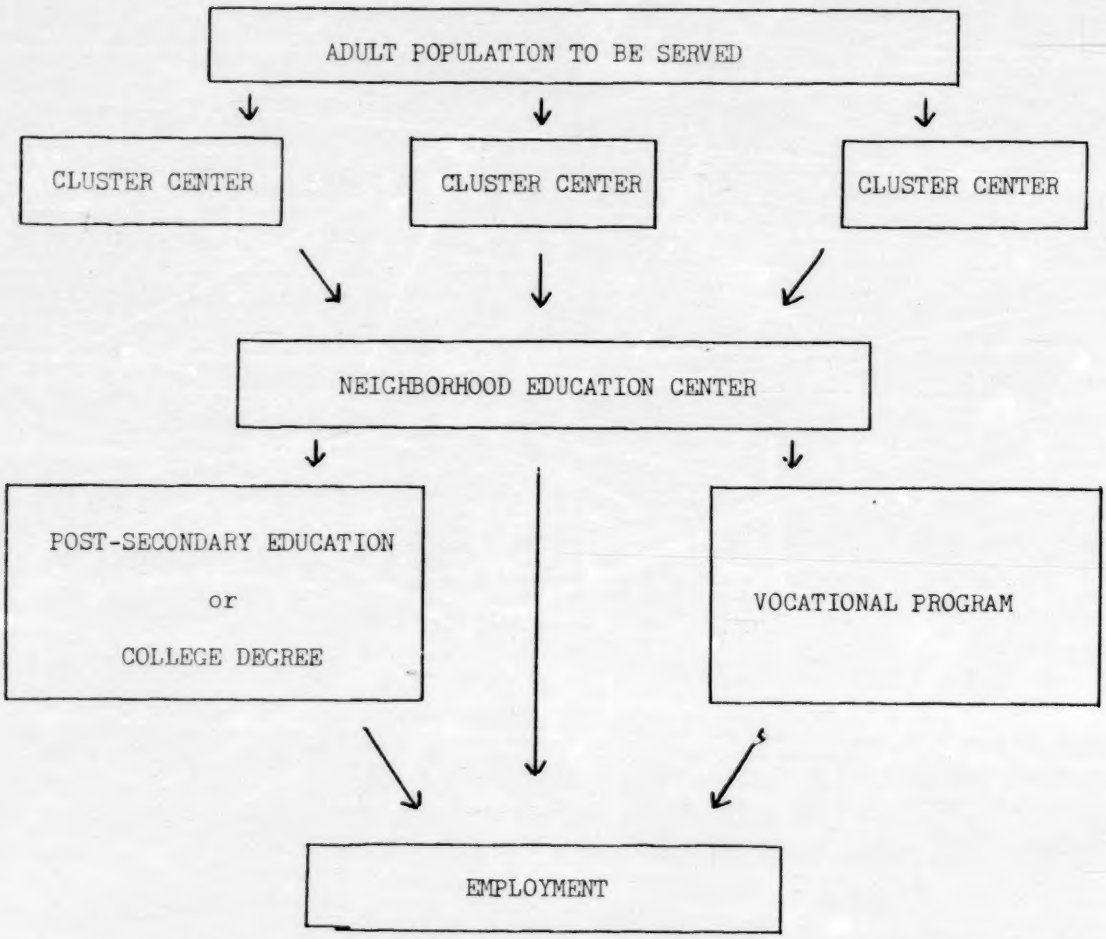
APPENDIX J

FLOWCHART OF STUDENT PROGRESS THROUGH THE

NEIGHBORHOOD EDUCATION PROGRAM

APPENDIX J

FLOWCHART OF STUDENT PROGRESS THROUGH THE NEIGHBORHOOD EDUCATION PROGRAM



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CLEARINGHOUSE FOR
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INFORMATION